Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	
Grant period:	April 1, 2014, to August 31, 2016	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Garland Independent School District	Vendor ID # 1756001650	Mailing address line 1 501 S. Jupiter Rd.		
Mailing address line 2 P.O. Box 469026	City Garland	State TX	ZIP Code 75042	
County- District # 057909 Campus number and name	ESC Region # 10	US Congressional District # 5	DUNS # 078370061	

Primary Contact

First name Shermika	M.I. L	Last name Nelson-Fluker	Title Program Specialist
Telephone # 972.487.3392	Email address slnelson@garlandisd.net		FAX # 972.485.4933
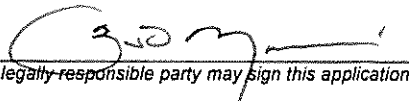
Secondary Contact

First name Kishawna	M.I. P	Last name Wiggins	Title Mentoring & Induction Specialist
Telephone # 972.487.3115	Email address kpwiggin@garlandisd.net		FAX # 972.485.4939

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Bob	M.I.	Last name Morrison	Title Superintendent
Telephone # 972.487.3023	Email address blmorris@garlandisd.net		FAX # 972.485.4936
Signature (blue ink preferred)			Date signed

Only the legally-responsible party may sign this application.

701-14-101-006

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☐	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057909	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the Instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Teachers Need Teachers or T.N.T. Is the Garland Independent School District (ISD) beginning teacher mentoring and induction program. Our *mission* is to help new teachers with less than one year of experience build a foundation for success through: extended training, a support system, and sustained professional development.

Goals
- Ease the transition of beginning teachers into Garland ISD

- Promote personal and professional well-being

- Enhance teaching performance

- Provide support and accountability

- Provide ongoing professional development throughout the year

- Encourage beginning teachers to stay in the district & the profession

Currently our program is operating at a minimum capacity. We provide beginning teachers with two observations in the fall, and one in the spring. They will also receive a beginning and end of year assessment. Weekly meetings allow the beginning teacher the comfort and opportunity to connect with their mentors.

However, more induction opportunities are necessary to expose mentees to a variety of pedagogy and overall management techniques for their time and classroom. There is an importance of retention and Garland ISD should invest in comprehensive induction programs as a way to solve teacher attrition (NCTAF, 2007).

TNT only provides one year of support. With teachers leaving the profession in the first five years of service (Ingersoll & Smith, 2003; NCTAF, 2002) it is imperative that we extend our program for a minimum of one additional year.

Mentees must be a part of a systematic induction process. Providing structured training and gaining support from school administration, staff developers, mentors, and teachers will encourage the production of effective teachers.-paraphrased from Dr. Harry Wong

TNT is currently managed by one person, a specialist, In cooperation with campus mentors and administrators. Newly implemented In 2013-2014 school year, lead mentors are on board co-facilitating Professional Learning Community (PLC) meetings, and supportive roles at general meetings. Lead mentors are also trained to train new mentors, and they help with program planning.

Due to the increase of program participants, and for the sake of the integrity of the program; it is necessary for the program to acquire additional personnel (outlined below):

- **TNT Level Advisors**- Serve as liaison between campus advisors and coordinator/director; assist in the planning and development of the TNT program; assist with campus activities as needed; monitor progress of campus mentors; visit cluster meetings; collect/disseminate program materials and documentation; assist in the continual evaluation of the TNT program.

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- **TNT Campus Advisors**- Coordinate and implement all TNT activities at the campus level; assist in the planning and development of the TNT program; ensure all mentors-mentees are matched according to established criteria; serve as liaison between TNT participants, Campus Administrators, TNT Coordinator/Director; monitor progress of campus TNT program; communicate questions/concerns to level Advisors; collect/disseminate program materials and documentation; submit TNT paperwork to level Advisors for documentation; assist in the continual evaluation of the TNT program.

Grant funding will also allow Garland Independent School District to provide additional campus level support to increase teacher mentor accountability as well as facilitate the campus-based training that ensures new teacher success, provide mentees with annual summative evaluations based on teacher self-assessments, student feedback, and classroom observation, provide opportunities to recruit and select new teachers from high performing educator preparation programs as identified by the National Council of Teacher Quality (NCTQ), offer signing bonuses for teachers of critical need shortage areas (i.e. bilingual, high school math, science, and English), and provide classroom supplies for all beginning teachers.

Additionally, funding will provide for the purchase of the TeacherMatch platform which will facilitate ongoing research that will illuminate which experiences, dispositions, understandings, general abilities, skills, etc. are most essential to teacher effectiveness.

This data will inform teaching mentoring and induction initiatives by establishing which factors such programs should focus on in order to optimize teacher performance to as great an extent as possible.

Garland ISD will be provided detailed written documentation to support the scientific rigor undergirding TeacherMatch's value-added model as well as aggregated school and district data that will indicate:

- which schools/teachers are having the greatest impact on student growth
- which schools are most effective in hiring and training new teachers
- how successful attempts to strategically manage and deploy the district's teaching force in intentional ways have been

TeacherMatch's Educators Professional Inventory (EPI) leverages evidence-based research as well as hierarchal linear and structural equation to determine which teacher attributes are most critical to student success in specific contexts. The EPI platform captures thousands of data points in an ongoing manner. TeacherMatch's analytic offerings provide ready access to "on-demand" metrics that can be used to inform teacher mentoring and induction as well as professional development, teacher evaluation, and teacher hiring.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the Instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Texas Education Agency
Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 057909 | Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016 | Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$674,000	$	$	$674,000	$	$
Schedule #8	Professional and Contracted Services (6200)	6200	$275,000	$	$	$275,000	$	$
Schedule #9	Supplies and Materials (6300)	6300	$25,000	$	$	$25,000	$	$
Schedule #10	Other Operating Costs (6400)	6400	$25,000	$	$	$25,000	$	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$	$	$0	$	$
	Total direct costs:		$999,000	$	$	$999,000	$	$
	Percentage% indirect costs (see note):		N/A	$	$	N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		$999,000	$	$	$999,000	$	$

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$999,000	$999,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$99,900	$99,900

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NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

RFA #701-14-101; SAS #181-14
2014–2016 Educator Excellence Innovation Program

Texas Education Agency
Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 057909			Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1**	**Year 2**
Academic/Instructional				
1 Teacher	0	0	0	0
2 Educational aide	0	0	0	0
3 Tutor	0	0	0	0
Program Management and Administration				
4 Project director	0	0	0	0
5 Project coordinator	0	0	0	0
6 Teacher facilitator	0	0	0	0
7 Teacher supervisor	0	0	0	0
8 Secretary/administrative assistant	0	0	0	0
9 Data entry clerk	0	0	0	0
10 Grant accountant/bookkeeper	0	0	0	0
11 Evaluator/evaluation specialist	0	0	0	0
Auxiliary				
12 Counselor	0	0	0	0
13 Social worker	0	0	0	0
14 Community liaison/parent coordinator	0	0	0	0
Other Employee Positions				
15 Mentor	200	0	450,000	$45,000
16 Grade Level Advisor	3	0	$3000	$3000
17 Campus Advisor	72	0	$36,000	$36,000
18		Subtotal employee costs:	$489,000	$489,000
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112 Substitute pay			$0	$0
20 6119 Professional staff extra-duty pay			$185,000	$185,000
21 6121 Support staff extra-duty pay			$0	$0
22 6140 Employee benefits			$0	$00
23 61XX Tuition remission (IHEs only)			$0	$0
24		Subtotal substitute, extra-duty, benefits costs	$185,000	$185,000
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$674,000	$674,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 057909		Amendment # (for amendments only):	

NOTE: Specifying an individual vendor In a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space In buildings, or land Specify purpose:	$0	$0
6299	Contracted publlcation and printing costs (specific approval required only for nonprofits) Specify purpose:	$0	$0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0	$0

Professional Services, Contracted Services, or Subgrants Less Than $10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000			
1	Specify topic/purpose/service: Classroom Management		☐ Yes, thls is a subgrant
	Describe topic/purpose/service: How to Be an Effective Classroom Teacher		
	Contractor's Cost Breakdown of Service to Be Provided	Year 1	Year 2
	Contractor's payroll costs　　# of positions: 2	$10,000	$10,000
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$10,000	$10,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)	
County-District Number or Vendor ID: 057909	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service: Effective Coaching		☐ Yes, this is a subgrant	
2	Describe topic/purpose/service: Coaching for Results			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$120,000	$120,000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$120,000	$120,000

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
3	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
4	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
5	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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	Schedule #8—Professional and Contracted Services (6200) (cont.)			
	County-District Number or Vendor ID: 057909		Amendment number (for amendments only):	
**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)**				
6	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
7	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
8	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
	**a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		$	$
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
	d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	$
	(Sum of lines a, b, c, and d) Grand total**		$	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 057909				Amendment number (for amendments only):			
Expense Item Description							
	Technology Hardware—Not Capitalized						
6399	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Computer/ Electronics	Day-to-Day Operations	1	$2,000	$	$
	2	Printer	Day-to-Day Operations	1	$1,000		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$1,000	$0
6399	Supplies and materials associated with advisory council or committee					$5000	$5,000
	Subtotal supplies and materials requiring specific approval:					$9000	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$16,000	$20,000
	Grand total:					**$25,000**	**$25,000**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 057909		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (Includes registration fees)	$	$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible Insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$	$
Remaining 6400—Other operating costs that do not require specific approval:		$25,000	$25,000
Grand total:		$25,000	$25,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
**Schedule #11—Capital Outlay (6600/15XX)**					
County-District Number or Vendor ID: 057909			Amendment number (for amendments only):		
**15XX is only for use by charter schools sponsored by a nonprofit organization.**					
**6669/15XX—Library Books and Media (capitalized and controlled by library)**					
1		N/A	N/A	$	$
**66XX/15XX—Technology hardware, capitalized**					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
**66XX/15XX—Technology software, capitalized**					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
**66XX/15XX—Equipment, furniture, or vehicles**					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
**66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life**					
29				$0	$0
**Grand total:**				$0	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 057909			Amendment # (for amendments only):		

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:				
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	9,985	17.2%	Attendance rate	96.5%
Hispanic	28,755	49.7%	Annual dropout rate (Gr 9-12)	2.0%
White	12,981	22.4%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	80%
Asian	4,701	8.1%	TAKS commended 2011 performance, all tests (sum of all grades tested)	13%
Economically disadvantaged	35,378	**61.1%**	Students taking the ACT and/or SAT	57%
Limited English proficient (LEP)	12,757	22%	Average SAT score (number value, not a percentage)	1433
Disciplinary placements	830	1.3%	Average ACT score (number value, not a percentage)	20.9

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	469.6	12.9%	No degree	7.2	.2%
Hispanic	581.6	16%	Bachelor's degree	2574.6	70.8%
White	2383.1	65.5%	Master's degree	1020.9	28.1%
Asian	111.2	3.1%	Doctorate	33.5	0.9%
1-5 years exp.	865	23.8%	Avg. salary, 1-5 years exp.	48,038	N/A
6-10 years exp.	1008.2	27.7%	Avg. salary, 6-10 years exp.	49,329	N/A
11-20 years exp.	1024	28.2%	Avg. salary, 11-20 years exp.	51,188	N/A
Over 20 years exp.	559.9	15.4%	Avg. salary, over 20 years exp.	59,563	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)		
County-district number or vendor ID: 057909		Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	2381	4250	4138	4317	4207	4120	4251	4365	4234	4297	4706	4398	4156	4004	57,824
Open-enrollment charter school															
Public Institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	67	203	206	209	217	204	175	296	296	296	293	293	293	293	3341
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Garland Independent School District integrates a resource allocation strategy that is based on student needs that relate to classroom instruction, teacher and staff development, and ensuring a quality educational system for every child in the district. Student and school needs are established using input from students, teachers, parents, and administrators as well as achievement data. Once clear goals and objectives for student success are identified, they are communicated so that appropriate district resources can be allocated to support the classroom, school, and the district.

District leadership employs tactics that examine information on spending patterns, determine whether spending supports district priorities, and reallocates funds as needs arise from year to year or within a school year. District decision makers recognize and consider specific circumstances for students, schools, and the district as a whole in planning an approach to allocating resources to ensure high levels of student success.

Notable characteristics inherent within the process are guidance to campuses to support staff through building capacity, prioritizing resources toward professional development, realigning staffing structures to accommodate strengths and weaknesses of existing staff, and finding ways to retain support systems. District leadership supports school level efforts to build parent and community support and inform the public of district goals and accomplishments. Data on resources is also utilized and is tied directly to specific educational program, staffing configurations, and other improvement strategies so that cost-benefit and other analyses can be conducted.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Enhance Induction/Mentoring program by providing comprehensive, campus-based training tailored to meet the respective needs of campus population in an effort to ensure success of new teachers.	Allow for additional campus based support by providing a campus advisor who will facilitate campus training in collaboration with campus administration. Grade level advisors will meet monthly with campus advisors to discuss grade-level needs and determine strategies for professional growth. Grade level advisors will also meet quarterly with mentors and beginning teachers to provide comprehensive campus based training, and allow for professional collaboration opportunities
2.	Provide increased opportunities for teachers through professional development and collaboration that will create strategic career pathways.	Mentors, campus and grade level advisors will participate in the following training: coaching, time management, and teacher evaluation and attend leadership conferences; provide financial resources for teachers to receive additional compensation for additional responsibilities or maintain a reduced teaching schedule.
3.	Provide teachers with annual summative evaluation based on: Teacher self-assessment, student feedback, and classroom observations.	Provide financial resources needed to identify and implement 360-degree feedback or multi-source assessment by partnering with TeacherMatch.
4.	Recruit and retain effective to Implement meaningful campus collaboration and pedagogical improvement.	Provide financial resources needed to offer signing bonuses for critical need shortage areas (i.e. bilingual, high school math, and high school science).
5.	Recruiting and selecting new teachers from high performing Texas educator preparation programs, based on National Council on Teacher Quality (NCTQ) as well as provide signing bonuses to support early hiring practices.	Allow for early hiring practices such as: offering signing bonuses for critical shortage areas to students who complete student teaching and accept offer to teach with Garland ISD, provide financial resources to host job fairs and partner with Dallas Baptist Univ., Texas Southern Univ., or other high performing educator prep. programs as identified by the NCTQ.

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	Schedule #14—Management Plan	

County-district number or vendor ID: 057909	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Teacher Induction & Mentoring Specialist	• Minimum of five years of successful teaching experience • Master's degree in administration • Extensive knowledge and experience with mentoring induction programs • Experience writing grants • Experience managing grants and federal funds
2.	Grade-Level Advisors	• Five years successful teaching experience • Master's degree preferred • Must exhibit superior performance on PDAS evaluation and be a current classroom teacher
3.	Campus Advisors	• Three years of successful teaching experience and mentoring experience • Must exhibit superior performance on PDAS evaluation and be a current classroom teacher
4.	Teacher Mentor	• Mentor must exhibit superior performance on PDAS evaluation and be a current classroom teacher. Being a mentor MUST be a priority. • Mentor must **not** be in the position of department chair/lead, or supervisory role. • Mentor must have a minimum of three years of teaching experience. • Mentor must attend training provided at the beginning of the school year *(usually the day of the TNT breakfast)*. • Mentor must teach on the same campus as beginning teacher. Teaching in the same area or grade level is helpful, but not mandatory. • Mentor cannot have more than two outside duties (e.g. graduate school, coaching, after school duties, etc.).

5.	Consultants	• Knowledgeable of desired professional topics (i.e. coaching, teacher induction, mentoring, and time management)
		
		• Expert knowledge on induction and mentoring
		
		• Providing instruction as it pertains to:
		    o Classroom management
		    o Effective teaching strategies
		    o Reducing difficulty of transition into teaching
		    o Maximizing the retention of highly qualified teachers

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grant, as specified on the Notice of Grant Award.	
Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Garland Independent School District acknowledges that shared decision-making is an effort to transform conventional school organizations into learning communities by giving key stakeholders the ability to provide feedback on improving teaching and learning. Key stakeholders are also empowered to make decisions that involve all parties affected by the teaching and learning process.

The shared decision-making process is ongoing and cyclical in nature. The following steps summarize the process utilized within Garland Independent School District to demonstrate stakeholder involvement in district initiatives and decision-making whereby key stakeholders are involved in every aspect:
- A needs assessment is completed by the district leadership team
- The team determines design teams and committees to address areas of focus and the makeup of each
- Teams and committees research best practices and review literature to develop action plans to address focus areas of need
- Action plans are designed and presented
- Upon approval, goals and achievement of goals over the next 3-5 years are identified

Garland Independent School District is currently in the process of developing its strategic plan. The plan is utilizing a systematic planning process that engages relevant stakeholders. It will serve as a guide for the district and its schools, specifying vision, mission, performance goals, objectives, and benchmarks and the policies and strategies to achieve each strategic objective.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers Need Teachers or T.N.T. is the Garland Independent School District (ISD) beginning teacher mentoring and induction program. Our *mission* is to help new teachers with less than one year of experience build a foundation for success through extended training, a support system, and sustained professional development during their first year of teaching.

Current classroom teachers may work with a max of two mentees who have zero years of teaching experience. We pay mentors up to a $500 stipend per mentee. Our mentors are currently selected by principals based on established example, mentors much have completed three years of successful teaching experience, must not be in the position of department chair, and must have completed TxBESS (Texas Beginning Educator Support System) training. Mentors meet with their mentees once a week and we meet corporately as a district once a semester. Also, mentees meet separately on a quarterly basis to address their specific needs.

Mentors are required to observe mentees twice in the fall and once in the spring. Mentees are asked to observe their mentor or another veteran teacher once in the fall and once in the spring. Funding for substitutes is available for mentors and mentees to use for observations. The following efforts will ensure all project participants will remain committed to the success of the program as well maximize effective use of grant funds by use of the following:
- Surveys
- Focus groups
- TeacherMatch (The TeacherMatch platform will facilitate ongoing research that will illuminate which experiences, dispositions, understandings, general abilities, skills, etc. are most essential to teacher effectiveness)

Schedule #15—Project Evaluation			
County-district number or vendor ID: 057909			Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Classroom Walk-throughs	1.	High levels of student engagement
		2.	Differentiated Instruction
		3.	Classroom Environment
2.	TeacherMatch	1.	Measurable student academic growth and school performance
		2.	Improved hiring outcomes that minimize the risk of ineffective instruction
		3.	Provides teachers with customized feedback to complement professional development initiatives
3.	Teacher Self-Assessment	1.	Professional development needs identified
		2.	Analysis of strengths and weaknesses
		3.	Balancing professional duties and addressing successes and concerns
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TeacherMatch platform will facilitate ongoing research that will illuminate which experiences, dispositions, understandings, general abilities, skills, etc. are most essential to teacher effectiveness.

This data will inform teaching mentoring and induction initiatives by establishing which factors such programs should focus on in order to optimize teacher performance to as great an extent as possible.

Garland ISD will be provided detailed written documentation to support the scientific rigor undergirding TeacherMatch's value-added model as well as aggregated school and district data that will indicate:

- which schools/teachers are having the greatest impact on student growth
- which schools are most effective in hiring and training new teachers
- how successful attempts to strategically manage and deploy the district's teaching force in intentional ways have been

TeacherMatch's Educators Professional Inventory (EPI) leverages evidence-based research as well as hierarchal linear and structural equation to determine which teacher attributes are most critical to student success in specific contexts. The EPI platform captures thousands of data points in an ongoing manner. TeacherMatch's analytic offerings provide ready access to "on-demand" metrics that can be used to inform teacher mentoring and induction as well as professional development, teacher evaluation, and teacher hiring.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the Induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently

Teachers Need Teachers or T.N.T. is the Garland Independent School District (ISD) beginning teacher mentoring and induction program. Our *mission* is to help new teachers with less than one year of experience build a foundation for success through extended training, a support system, and sustained professional development during their first year of teaching.

Current classroom teachers may work with a max of two mentees who have zero years of teaching experience. We pay mentors up to a $500 stipend per mentee. Our mentors are currently selected by principals based on an established criteria. For example, mentors much have completed three years of successful teaching experience, must not be in the position of department chair, and must have completed TxBESS (Texas Beginning Educator Support System) training. Mentors meet with their mentees once a week and we meet corporately as a district once a semester. Also, mentees meet separately on a quarterly basis to address their specific needs.

Mentors are required to observe mentees twice in the fall and once in the spring. Mentees are asked to observe their mentor or another veteran teacher once in the fall and once in the spring. Funding for substitutes is available for mentors and mentees to use for observations

Supplemental

TNT is currently a one year program for teachers who have less than one year of teaching experience. Enhancing the program to include an additional year of support can potentially increase the district retention rate, and allow campus stability and accountability. This commitment also communicates our district's understanding of providing quality teachers for every student. Investing in our teachers ultimately benefits our students.

Therefore, mentors will receive a beginning teacher upon hire and will commit to supporting them for two years. The ideal partnership will be a 1:1 ratio between Mentor/Mentee, but due to the large number of beginning teachers hired annually and the limited amount of quality mentors per campus; having a second mentee may be unavoidable.

Professional development training will need to occur on a district level. The desired effect will involve district-wide workshops with mentor/mentee collaboration (full/half day release). All trainings will be scheduled and centered on the phases of first year teachers captioned below.

Due to past accountability issues and inconsistency of program fidelity per campus, it has been suggested that we formally train campus principals how to select mentors and on the components of the program. This training is unique in nature and will have to be created by a committee of stakeholders, and implemented by the TNT coordinator/director. To develop fidelity across the district, we will do a formal application in lieu of relying on principals.

In order to develop a plan for our mentors to use in assisting beginning teachers, we would like to partner with TeacherMatch's Educators Professional Inventory (EPI) leverages evidence-based research as well as hierarchal linear and structural equation to determine which teacher attributes are most critical to student success in specific contexts.

The TeacherMatch platform will facilitate ongoing research that will illuminate which experiences, dispositions, understandings, general abilities, skills, etc. are most essential to teacher effectiveness. This data will inform teaching mentoring and induction initiatives by establishing which factors such programs should focus on in order to optimize teacher performance to as great an extent as possible.

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Garland ISD will be provided detailed written documentation to support the scientific rigor undergirding TeacherMatch's value-added model as well as aggregated school and district data that will indicate:

- which schools/teachers are having the greatest impact on student growth
- which schools are most effective in hiring and training new teachers
- how successful attempts to strategically manage and deploy the district's teaching force in intentional ways have been

The EPI platform captures thousands of data points in an ongoing manner. As such, TeacherMatch is a quintessential big data provider. TeacherMatch's analytic offerings provide ready access to "on-demand" metrics that can be used to inform teacher mentoring and induction as well as professional development, teacher evaluation, and teacher hiring.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Garland ISD's mentoring and induction program will utilize TeacherMatch's analytical engine to establish the relationship that exists between particular teacher qualities and teacher performance. Statistical analyses will reveal which teacher skills, abilities and knowledge are most essential to teacher effectiveness as measured by both a) teachers' demonstrated ability to increase student achievement as calculated by the value-added growth of their students over a uniform period of time and b) his or her supervisor evaluations.

Ongoing research will enable us to validate which items of the Educators Professional Inventory (EPI) are most effective in predicting which teachers will fare best in the classroom-based evaluation process.

As a result, TeacherMatch's value-added modeling will support Garland ISD in determining both which components of the evaluation rubric have the greatest impact on student achievement and in developing induction, mentoring and professional development programs that concentrate on the teacher competencies that are most likely to accelerate student growth.

There is no question value-added models need to be further refined and improved upon if they are going to function as viable grounds for teacher evaluation. Yet, the evidence that has been collected to this point has led many to comfortably conclude that it is quite appropriate to compare teachers' ability to increase student achievement over time and across schools.

All mentors (i.e. campus advisors and grade-level advisors) administrators and mentees will be trained on the TeacherMatch platform. Administrators and mentors will be deployed to observe teachers.

The results of the pre-and post-observation meetings will be used to determine what professional standards and competencies should be the focus of the individual teacher's or larger cohort of teachers' professional growth plan. Sorting or compilation features could also be used to match mentor and mentee teachers and/or to assess the relative strengths and weaknesses of cohorts of newly hired teachers so that systematic approaches to professional development can be undertaken.

Schedule #16—Responses to Statutory Requirements	
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County-district number or vendor ID: 057909	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, campus administrators provide a minimum of one formal evaluation for all teachers for a minimum of 45 minutes each. Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. The observation rubric utilized is the Professional Development Appraisal System (PDAS).

The PDAS includes fifty-one evaluation criteria organized in eight domains

.
The eight PDAS domains are:
Domain I:
Active, Successful Student Participation in the Learning Process

Domain II:
Learner-Centered Instruction

Domain III:
Evaluation and Feedback on Student Progress

Domain IV:
Management of Student Discipline, Instructional Strategies, Time and Materials

Domain V:
Professional Communication

Domain VI:
Professional Development

Domain VII:
Compliance with Policies, Operating Procedures and Requirements

Domain VIII:
Improvement of Academic Performance of all Students on the Campus

Garland ISD provides training opportunities campus administrators to perform PDAS observations to teachers. The purpose of the pre-observation conference is to review the teacher's teaching plan, including the lesson goal, objective, strategies/methodology, and assessment as well as address any concerns the teacher may have. The post observation reviews results from completed classroom observation and provides honest constructive feedback.

Additionally, beginning teachers receive a minimum of three informal observations per school year. This instrument was created using research based strategies by the mentoring and induction specialist and a team of mentors. The elements of the observation are: learning, classroom management, professional responsibilities, and personal characteristics.
All mentors are provided training on conducting observations utilizing the aforementioned instrument.

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2014–2016 Educator Excellence Innovation Program

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Each campus will provide meeting space to allow for regular collaboration opportunities for mentors and mentees to meet within the school week. During the meetings, pedagogical strategies will be shared as determined in a collaborative effort by the grade-level advisors, campus advisors, and mentoring and induction specialist.

Mentors and mentees will determine the best time and place during the school week to meet for their mandatory weekly meeting. During their weekly meeting, mentors and mentees will collaborate to determine the individual needs, concerns, and pedagogical strategies for the mentee.

Additionally, mentors and mentees will utilize the Educator's Professional Inventory (EPI) plan prepared by TeacherMatch. The EPI visually depicts the teacher's relative strengths and weaknesses and provides a general summary of actionable steps that the teacher(s) may take to progress within the areas targeted for growth/professional development. The results could be used to determine what professional standards and competencies should be the focus of the individual teacher's or larger cohort of teachers' professional growth plan.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

TeacherMatch will partner with Garland ISD to facilitate an on-going study to determine which skills, abilities, knowledge, attitudes, dispositions, attributes and experiences are correlated most strongly with teacher effectiveness within specific contexts so as to provide the district with insights that will inform human capital practices, professional development, and data-driven systemic improvement. The on-going collaboration opportunities will take place on each campus led by campus and grade-level advisors on a quarterly basis. Each campus will select the day of the school week that best accommodates their specific campus needs

Additionally, mentors and mentees will be provided professional development trainings on the following topics of which will occur during the school week:
- classroom management
- differentiated instruction
- effective classroom practices
educating diverse learners

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Garland ISD strategic compensation plan will be used to attract teachers in critical need shortage areas such as high school math, science, and English, and bilingual instruction. Funding will provide financial resources needed to offer up to $100,000 total for signing bonuses in critical need shortage areas and allow for early hiring practices. Compensation will also be extended as an incentive to students from high performing educator preparation programs (as identified by the National Council on Teacher Quality) who agree to complete their student teaching requirements with our district. If offer is accepted, we will provide up to $250 to assist with travel expenses.

TeacherMatch's value-added modeling will assist Garland ISD in determining which teachers have the greatest positive impact on students' academic growth and generating data that will enable the district to differentiate teacher compensation/incentives.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Funds will be utilized to recruit students in critical need shortage areas from high quality teacher preparation programs (as identified by the National Council on Teacher Quality) to complete their student teaching requirements. Upon successful completion, Garland ISD will extend an offer letter as an early hiring practice.

Additionally, funding will allow Garland ISD to offer a signing bonus to teachers recruited in high need shortage areas such as high school math, science, and English, and bilingual instruction.

TeacherMatch has created a platform that predicts the impact of teacher candidates on student achievement. School improvement is achieved one teacher at a time, and the partnership with TeacherMatch will increase the likelihood that progress occurs with each and every hiring.

The TeacherMatch platform will provide statistically validated data that will permit and hiring authorities throughout the district to systematically sift and winnow through the applicant pool to objectively determine which candidates should be advanced to the costlier stages of the hiring process for more comprehensive consideration.

TeacherMatch will also provide a district-wide applicant management system that will empower candidates to efficiently apply to multiple positions throughout the district while enabling hiring authorities to more effectively recruit (push and pull) highly qualified candidates.

The key benefits of the TeacherMatch EPI are:

1. Streamlines the certification and hiring process and minimizes the risk of ineffective instruction.
2. Provides teachers with customized feedback to complement existing professional development programs.
3. Helps improve hiring outcomes using predictive analytics.
4. Increases measureable student academic growth and school performance.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Statutory Requirement 8: <u>Preferred</u> - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

<u>TNT LEVEL ADVISORS</u>- Serve as liaison between campus advisors and coordinator/director; assist in the planning and development of the TNT program; assist with campus activities as needed; monitor progress of campus mentors; visit cluster meetings; collect/disseminate program materials and documentation; assist in the continual evaluation of the TNT program.

<u>TNT CAMPUS ADVISORS</u>- Coordinate and implement all TNT activities at the campus level; assist in the planning and development of the TNT program; ensure all mentors-mentees are matched according to established criteria; serve as liaison between TNT participants, Campus Administrators, TNT Coordinator/Director; monitor progress of campus TNT program; communicate questions/concerns to level Advisors; collect/disseminate program materials and documentation; submit TNT paperwork to level Advisors for documentation; assist in the continual evaluation of the TNT program.

<u>TNT MENTOR</u>- Provide observations, assessments and weekly contact to support teacher according to the level of need; attend scheduled meetings and training, secure peer-to-peer networking. *Two-year commitment*

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Click and type here to enter response.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Click and type here to enter response.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds.   Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently the Garland ISD mentoring and induction program is operating at a minimum capacity. We provide beginning teachers with two observations in the fall, and one in the spring. They also receive a beginning and end of year assessment. Weekly meetings allow the beginning teacher the comfort and opportunity to connect with their mentors.

However, more induction opportunities are necessary to expose mentees to a variety of pedagogy and overall management techniques for their time and classroom. There is an importance of retention and Garland ISD should invest in comprehensive induction programs as a way to solve teacher attrition.

TNT only provides one year of support. With teachers leaving the profession in the first five years of service it is imperative that we extend our program for a minimum of one additional year.

TNT is currently managed by one person, a specialist, in cooperation with campus mentors and administrators. Newly implemented in 2013-2014 school year, lead mentors are on board co-facilitating Professional Learning Community (PLC) meetings, and supportive roles at general meetings. Lead mentors are also trained to train new mentors, and they help with program planning.

Due to the increase of program participants, and for the sake of the integrity of the program; it is necessary for the program to acquire additional personnel. TNT is currently a one year program for teachers who have less than one year of teaching experience. Enhancing the program to include an additional year of support can potentially increase the district retention rate, and allow campus stability and accountability. This commitment also communicates our district's understanding of providing quality teachers for every student. Investing in our teachers ultimately benefits our students.

Therefore, mentors will receive a beginning teacher upon hire and will commit to supporting them for two years. The ideal partnership will be a 1:1 ratio between Mentor/Mentee, but due to the large number of beginning teachers hired annually and the limited amount of quality mentors per campus; having a second mentee may be unavoidable.

Without grant funding, Garland ISD will not be able to employ strategic compensation or recruiting initiatives, ultimately affecting our competitive edge with other school districts. Lastly, we will be unable to:
1. Streamline the certification and hiring process and minimizes the risk of ineffective instruction
2. Provide teachers with customized feedback to complement existing professional development programs
3. Help improve hiring outcomes using predictive analytics.
4. Increase measureable student academic growth and school performance

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057909	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Time Frame	Milestone/Action Item
April 2014 – June 2016	Hire grade-level advisors
April 2014 – June 2016	Hire campus advisors
August 2014 – June 2016	Conduct Coaching training for all mentors
August 2014 – June 2016	Conduct classroom management, time management, differentiated instruction, and educating diverse learners training for all mentors, mentees, and advisors
August 2014 – June 2016	Provide mentor and mentee training of the Classroom Walk Through Model (CWT)
April 2014 – June 2016	Purchase TeacherMatch site license which will serve as an analytical engine for teacher observations and data-based feedback
June 2014- June 2016	Teachers will complete the Educators Professional Inventory (EPI) component of TeacherMatch that will depict relative strengths and weaknesses, and provide a summary of actionable steps that teacher may take to enhance professional growth
April 2014 – June 2016	Attend job fairs at institutions with high quality teacher education preparation programs as identified by National Council of Teacher Quality
April 2014 – June 2016	Offer relocation assistance up to $10,000 total for student teachers in critical needs shortage areas (i.e. high school math, science, and bilingual) that successfully complete teacher preparation program and commit to Garland ISD
April 2014 – June 2016	Offer signing bonuses up to $100,000 total for teachers of critical needs shortage areas (i.e. bilingual, high school math, science, and English).
June 2014 – June 2016	Offer professional development opportunities that foster meaningful campus collaboration and pedagogical improvement
August 2014 – June 2016	Provide $250 for classroom supplies to all beginning teachers (up to $75,000 total).

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TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Garland Independent School District created an advisory panel from affected personnel groups within the district for both the decision to participate in the grant program and for the general parameters of the plan. Personnel invited to participate included Deputy Superintendent of Instruction, Associate Superintendent of Curriculum, Instruction, and Assessment, Executive Director of Educational Operations, Executive Director of Curriculum and Instruction, Human Resources Director, Mentoring and Induction Specialist, Program Specialist, elementary principal, middle school principal, high school assistant principal, Special Education Coordinator, Gifted and Talented Coordinator, Evaluation and Assessment Coordinator, and Assistant Director of Athletics.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Garland Independent School District will participate district-wide, meaning all campuses in the district will participate in the EEIP.

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